



Indiana Department of Education  
SUPPORTING STUDENT SUCCESS

*ISTEP+: English 10*

End-of-Course Assessment

Released Items and Scoring Notes

## Introduction

Indiana students enrolled in English 10 participated in the *ISTEP+: English 10 Graduation Examination* End-of-Course Assessment (ECA) during the 2011-2012 test administration windows. The English 10 ECA consists of three item types which contribute to a student's scale score: multiple-choice, constructed response, and a writing prompt. It is important to keep in mind that a significant portion of a student's score is calculated from the multiple-choice items on the assessment, which are not addressed within this document.

This document consists of open-ended items from the Spring 2012 administration and includes:

- Sample released open-ended questions
- Rubrics used by trained evaluators to score student responses
- Sample papers used by trained evaluators to distinguish between rubric score point values
- Annotations describing the rationale for scoring student responses

The purpose of this guide is to provide additional English 10 ECA sample items and to model the types of items that are scored using rubrics.

**Writing Prompt**  
**Reporting Category: Writing Applications**

**Question 1**

**In the United States, only about 57 percent of those eligible voted in the 2008 presidential election. With a goal of 100 percent participation, some countries have laws that make voting mandatory. Do you think the United States should adopt a law that requires citizens to vote?**

**Write a persuasive essay stating your view regarding mandatory voting in the United States. Support your position with convincing arguments from your own experience, observations, and/or reading.**

Your writing will be scored on the following aspects:

- Ideas and content: Does your writing accomplish the assigned task?
- Organization: Does your writing contain an introduction, a body, and a conclusion?
- Style: Do the language and vocabulary in your writing help to convey a clear message and to create interest?
- Voice: Are the tone and language appropriate for your intended audience?
- Language Conventions: Have you used correct sentence structure, grammar, and punctuation?

## Writing Applications Rubric Grades 5–12

<b>SCORE POINT 6</b>	
<p>A Score Point 6 paper is rare. It fully accomplishes the task in a thorough and insightful manner and has a distinctive quality that sets it apart as an outstanding performance.</p>	
<b>Ideas and Content</b>	
<p>Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> <li>• present a unifying theme or main idea without going off on tangents?</li> <li>• stay completely focused on topic and task?</li> </ul> <p>Does the writing sample include thorough, relevant, and complete ideas? Does it</p> <ul style="list-style-type: none"> <li>• include in-depth information and exceptional supporting details that are fully developed?</li> <li>• fully explore many facets of the topic?</li> </ul>	
<b>Organization</b>	
<p>Are the ideas in the writing sample organized logically? Does the writing</p> <ul style="list-style-type: none"> <li>• present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include an inviting introduction and a strong conclusion)?</li> <li>• progress in an order that enhances meaning?</li> <li>• include smooth transitions between ideas, sentences, and paragraphs to enhance meaning of text (i.e., have a clear connection of ideas and use topic sentences)?</li> </ul>	
<b>Style</b>	
<p>Does the writing sample exhibit exceptional word usage? Does it</p> <ul style="list-style-type: none"> <li>• include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid (e.g., varied word choices, action words, appropriate modifiers, sensory details)?</li> <li>• demonstrate control of a challenging vocabulary?</li> </ul> <p>Does the writing sample demonstrate exceptional writing technique?</p> <ul style="list-style-type: none"> <li>• Is the writing exceptionally fluent?</li> <li>• Does it include varied sentence patterns, including complex sentences?</li> <li>• Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?</li> </ul>	
<b>Voice</b>	
<p>Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> <li>• exhibit appropriate register (e.g., formal, personal, or dialect) to suit task?</li> <li>• demonstrate a strong sense of audience?</li> <li>• exhibit an original perspective (e.g., authoritative, lively, and/or exciting)?</li> </ul>	

**NOTE:** These scoring rubrics are used with statewide assessments in Grades 5–12.

## Writing Applications Rubric Grades 5–12

<b>SCORE POINT 5</b>	
A Score Point 5 paper represents a solid performance. It fully accomplishes the task, but lacks the overall level of sophistication and consistency of a Score Point 6 paper.	
<b>Ideas and Content</b>	
<p>Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> <li>• present a unifying theme or main idea without going off on tangents?</li> <li>• stay focused on topic and task?</li> </ul> <p>Does the writing sample include many relevant ideas? Does it</p> <ul style="list-style-type: none"> <li>• provide in-depth information and more than adequate supporting details that are developed?</li> <li>• explore many facets of the topic?</li> </ul>	
<b>Organization</b>	
<p>Are the ideas in the writing sample organized logically? Does the writing</p> <ul style="list-style-type: none"> <li>• present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include a solid introduction and conclusion)?</li> <li>• progress in an order that enhances meaning of text?</li> <li>• include smooth transitions (e.g., use topic sentences) between sentences and paragraphs to enhance meaning of text? (Writing may have an occasional lapse.)</li> </ul>	
<b>Style</b>	
<p>Does the writing sample exhibit very good word usage? Does it</p> <ul style="list-style-type: none"> <li>• include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid?</li> <li>• demonstrate control of vocabulary?</li> </ul> <p>Does the writing sample demonstrate very good writing technique?</p> <ul style="list-style-type: none"> <li>• Is the writing very fluent?</li> <li>• Does it include varied sentence patterns, including complex sentences?</li> <li>• Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?</li> </ul>	
<b>Voice</b>	
<p>Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> <li>• exhibit appropriate register (e.g., formal, personal, or dialect) to suit task?</li> <li>• demonstrate a sense of audience?</li> <li>• exhibit an original perspective (e.g., authoritative, lively, and/or exciting)?</li> </ul>	

**NOTE:** These scoring rubrics are used with statewide assessments in Grades 5–12.

## Writing Applications Rubric Grades 5–12

### SCORE POINT 4

A Score Point 4 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.

#### Ideas and Content

**Does the writing sample accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it**

- present a unifying theme or main idea? (Writing may include minor tangents.)
- stay mostly focused on topic and task?

**Does the writing sample include relevant ideas? Does it**

- include sufficient information and supporting details? (Details may not be fully developed; ideas may be listed.)
- explore some facets of the topic?

#### Organization

**Are the ideas in the writing sample organized logically? Does the writing**

- present a meaningful whole with a beginning, a middle, and an end despite an occasional lapse (e.g., a weak introduction or conclusion)?
- generally progress in an order that enhances meaning of text?
- include transitions between sentences and paragraphs to enhance meaning of text? (Transitions may be rough, although some topic sentences are included.)

#### Style

**Does the writing sample exhibit good word usage? Does it**

- include vocabulary that is appropriately chosen, with words that clearly convey the writer's meaning?
- demonstrate control of basic vocabulary?

**Does the writing sample demonstrate good writing technique?**

- Is the writing fluent?
- Does it exhibit some varied sentence patterns, including some complex sentences?
- Does it demonstrate an attempt to use writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?

#### Voice

**Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it**

- generally exhibit appropriate register (e.g., formal, personal, or dialect) to suit task? (The writing may occasionally slip out of register.)
- demonstrate some sense of audience?
- attempt an original perspective?

**NOTE:** These scoring rubrics are used with statewide assessments in Grades 5–12.

## Writing Applications Rubric Grades 5–12

<b>SCORE POINT 3</b>	
A Score Point 3 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.	
<b>Ideas and Content</b>	
<p>Does the writing sample minimally accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> <li>• attempt a unifying theme or main idea?</li> <li>• stay somewhat focused on topic and task?</li> </ul> <p>Does the writing sample include some relevant ideas? Does it</p> <ul style="list-style-type: none"> <li>• include some information with only a few details, or list ideas without supporting details?</li> <li>• explore some facets of the topic?</li> </ul>	
<b>Organization</b>	
<p>Is there an attempt to logically organize ideas in the writing sample? Does the writing</p> <ul style="list-style-type: none"> <li>• have a beginning, a middle, or an end that may be weak or absent?</li> <li>• demonstrate an attempt to progress in an order that enhances meaning? (Progression of text may sometimes be unclear or out of order.)</li> <li>• demonstrate an attempt to include transitions? (Are some topic sentences used? Are transitions between sentences and paragraphs weak or absent?)</li> </ul>	
<b>Style</b>	
<p>Does the writing sample exhibit ordinary word usage? Does it</p> <ul style="list-style-type: none"> <li>• contain basic vocabulary, with words that are predictable and common?</li> <li>• demonstrate some control of vocabulary?</li> </ul> <p>Does the writing sample demonstrate average writing technique?</p> <ul style="list-style-type: none"> <li>• Is the writing generally fluent?</li> <li>• Does it contain mostly simple sentences (although there may be an attempt at more varied sentence patterns)?</li> <li>• Is it generally ordinary and predictable?</li> </ul>	
<b>Voice</b>	
<p>Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> <li>• demonstrate a difficulty in establishing a register (e.g., formal, personal, or dialect)?</li> <li>• demonstrate little sense of audience?</li> <li>• generally lack an original perspective?</li> </ul>	

**NOTE:** These scoring rubrics are used with statewide assessments in Grades 5–12.



## Writing Applications Rubric Grades 5–12

<b>SCORE POINT 2</b>	
<p>A Score Point 2 paper represents a performance that only partially accomplishes the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.</p>	
<b>Ideas and Content</b>	
<p>Does the writing sample only partially accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> <li>• attempt a main idea?</li> <li>• sometimes lose focus or ineffectively display focus?</li> </ul> <p>Does the writing sample include few relevant ideas? Does it</p> <ul style="list-style-type: none"> <li>• include little information and few or no details?</li> <li>• explore only one or two facets of the topic?</li> </ul>	
<b>Organization</b>	
<p>Is there a minimal attempt to logically organize ideas in the writing sample?</p> <ul style="list-style-type: none"> <li>• Does the writing have only one or two of the three elements: beginning, middle, and end?</li> <li>• Is the writing sometimes difficult to follow? (Progression of text may be confusing or unclear.)</li> <li>• Are transitions weak or absent (e.g., few or no topic sentences)?</li> </ul>	
<b>Style</b>	
<p>Does the writing sample exhibit minimal word usage? Does it</p> <ul style="list-style-type: none"> <li>• contain limited vocabulary? (Some words may be used incorrectly.)</li> <li>• demonstrate minimal control of vocabulary?</li> </ul> <p>Does the writing sample demonstrate minimal writing technique?</p> <ul style="list-style-type: none"> <li>• Does the writing exhibit some fluency?</li> <li>• Does it rely mostly on simple sentences?</li> <li>• Is it often repetitive, predictable, or dull?</li> </ul>	
<b>Voice</b>	
<p>Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it</p> <ul style="list-style-type: none"> <li>• demonstrate use of a register inappropriate to the task (e.g., slang or dialect in a formal setting)?</li> <li>• demonstrate little or no sense of audience?</li> <li>• lack an original perspective?</li> </ul>	

**NOTE:** These scoring rubrics are used with statewide assessments in Grades 5–12.



## Writing Applications Rubric Grades 5–12

<b>SCORE POINT 1</b>
<p>A Score Point 1 paper represents a performance that fails to accomplish the task. It exhibits considerable difficulty in areas of development, organization, and writing style. The writing is generally either very brief or rambling and repetitive, sometimes resulting in a response that may be difficult to read or comprehend.</p>
<p><b>Ideas and Content</b></p> <p>Does the writing sample fail to accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Is it</p> <ul style="list-style-type: none"> <li>• difficult for the reader to discern the main idea?</li> <li>• too brief or too repetitive to establish or maintain a focus?</li> </ul> <p>Does the writing sample include very few relevant ideas?</p> <ul style="list-style-type: none"> <li>• Does it include little information with few or no details or unrelated details?</li> <li>• Is it unsuccessful in attempts to explore any facets of the prompt?</li> </ul>
<p><b>Organization</b></p> <p>Are the ideas in the writing sample organized illogically?</p> <ul style="list-style-type: none"> <li>• Does it have only one or two of the three elements: beginning, middle, or end?</li> <li>• Is it difficult to follow, with the order possibly difficult to discern?</li> <li>• Are transitions weak or absent (e.g., without topic sentences)?</li> </ul>
<p><b>Style</b></p> <p>Does the writing sample exhibit less than minimal word usage? Does it</p> <ul style="list-style-type: none"> <li>• contain limited vocabulary, with many words used incorrectly?</li> <li>• demonstrate minimal or less than minimal control of vocabulary?</li> </ul> <p>Does the writing sample demonstrate less than minimal writing technique? Does it</p> <ul style="list-style-type: none"> <li>• lack fluency?</li> <li>• demonstrate problems with sentence patterns?</li> <li>• consist of writing that is flat and lifeless?</li> </ul>
<p><b>Voice</b></p> <p>Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it</p> <ul style="list-style-type: none"> <li>• demonstrate difficulty in choosing an appropriate register?</li> <li>• demonstrate a lack of a sense of audience?</li> <li>• lack an original perspective?</li> </ul>

**NOTE:** These scoring rubrics are used with statewide assessments in Grades 5–12.

# ISTEP+ Language Conventions Rubric

Grades 9-12

(Approved August, 2004)

Students will write using standard English conventions as defined in the Indiana Academic Standards for their grade and for all previous grades.	
Score Point 4	<p><i>Does the writing sample exhibit superior command of language skills?</i></p> <p>A Score Point 4 paper exhibits a superior command of written English language conventions. The paper provides evidence that the student has a thorough control of the concepts outlined in the Indiana Academic Standards associated with the student's grade level. In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors are generally of the first-draft variety or occur when the student attempts sophisticated sentence construction.</p> <ul style="list-style-type: none"> <li>Does the writing sample demonstrate superior command of capitalization conventions?</li> <li>Does the writing sample demonstrate superior command of the mechanics of punctuation?</li> <li>Does the writing sample demonstrate superior command of grade-level appropriate spelling?</li> <li>Does the writing sample demonstrate superior command of grammar and English usage?</li> <li>Does the writing sample demonstrate superior command of paragraphing?</li> <li>Does the writing sample demonstrate superior command of sentence structure by not using run-on sentences or sentence fragments?</li> </ul>
Score Point 3	<p><i>Does the writing sample exhibit good control of language skills?</i></p> <p>In a Score Point 3 paper, errors are occasional and are often of the first-draft variety; they have a minor impact on the flow of communication.</p> <ul style="list-style-type: none"> <li>Does the writing sample demonstrate good control of capitalization conventions?</li> <li>Does the writing sample demonstrate good control of the mechanics of punctuation?</li> <li>Does the writing sample demonstrate good control of grade-level appropriate spelling?</li> <li>Does the writing sample demonstrate good control of grammar and English usage?</li> <li>Does the writing sample demonstrate good control of paragraphing?</li> <li>Does the writing sample demonstrate good control of sentence structure by only occasionally using run-on sentences or sentence fragments?</li> </ul>
Score Point 2	<p><i>Does the writing sample exhibit fair control of language skills?</i></p> <p>In a Score Point 2 paper, errors are typically frequent and may occasionally impede the flow of communication.</p> <ul style="list-style-type: none"> <li>Does the writing sample demonstrate fair control of capitalization conventions?</li> <li>Does the writing sample demonstrate fair control of the mechanics of punctuation?</li> <li>Does the writing sample demonstrate fair control of grade-level appropriate spelling?</li> <li>Does the writing sample demonstrate fair control of grammar and English usage?</li> <li>Does the writing sample demonstrate fair control of paragraphing?</li> <li>Does the writing sample demonstrate fair control of sentence structure by frequently using run-on sentences or sentence fragments?</li> </ul>
Score Point 1	<p><i>Does the writing sample exhibit minimal or less than minimal control of language skills?</i></p> <p>In a Score Point 1 paper, errors are serious and numerous. The reader may need to stop and reread part of the sample and may struggle to discern the writer's meaning.</p> <ul style="list-style-type: none"> <li>Does the writing sample demonstrate only minimal control of capitalization conventions?</li> <li>Does the writing sample demonstrate only minimal control of the mechanics of punctuation?</li> <li>Does the writing sample demonstrate only minimal control of grade-level appropriate spelling?</li> <li>Does the writing sample demonstrate only minimal control of grammar and English usage?</li> <li>Does the writing sample demonstrate only minimal control of paragraphing?</li> <li>Does the writing sample demonstrate only minimal control of sentence structure by using many run-on sentences or sentence fragments?</li> </ul>

**NOTES:** The elements of this rubric are applied holistically; no element is intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered. A very brief paper, consisting of two or three sentences, may receive no more than two score points.

**Question 1, Sample A**  
**Writing Applications – Score Point 6**  
**Language Conventions – Score Point 4**

America is known as the land of the free, and while many freedoms and rights are presented to each and every individual, there are certain responsibilities that come along with them. Voting is a responsibility that few Americans really respect. In the last election, only about 57 percent of eligible Americans voted for the president. Therefore, voting should be mandatory based on the grounds of responsibility, true representation of America's demographics, and respecting and appreciating the rights that Americans have when others do not.

As the saying goes, "With great power comes great responsibility," so does with great freedom come great responsibility. Every American is charged with making America the great country it is today. Probably the best and certainly the most effective way to do that is to vote in the presidential elections, however, hardly over half of Americans do. If voting were mandatory, then every American would get to participate in the government, and each would have an equal share and affect on the outcome.

When only just over half of the millions of Americans vote in an election, then only just over half are represented in the outcome. Therefore, the demographics are skewed in the favor of whatever group participated more heavily in the election. When this happens, the demographical representation of political ideology cannot be correctly formed, and this can lead to the formation of incorrect generalizations that can aid in campaigning and future elections. And this causes a chain reaction because then in the next election, due to the last's demographic plotting, the wrong issues and positions could be brought up once more. This is a vicious circle that could only be cut off with mandatory voting in elections.

When Americans vote, not only are they choosing the person that they would like to lead them, they are celebrating their freedom. If a citizen of a country that did not have elections could see how little Americans participate in their own, it would seem shocking to them. While they would be exuberant at the chance to choose their own leaders, many Americans could care less who leads them. Therefore, Americans present a positive side to democracy and the world when they vote. Thus to be a leader to many other countries, America should have mandatory elections.

Based on the grounds of responsibility for their country, true demographics, and presenting a good example to other nations, America would be much better off if it had mandatory elections. Americans live in a democracy, and for a democracy to function correctly, its members must participate. That is not what is occurring. Instead Americans almost seem to not care what occurs politically in their country until it directly affects them. This could be rectified, and Americans would acquire a greater appreciation for their country if elections were mandatory in America.

## Writing Applications

### Score Point 6

The following list describes a writing sample (shown on the previous page) that earns a Score Point 6 using the ISTEP+ Writing Applications Rubric.

This sample

- fully accomplishes the task and addresses all specific points of the prompt (i.e., write a persuasive essay stating your view regarding mandatory voting and support it with convincing arguments).
- stays completely focused on the topic.
- provides in-depth information and strong supporting details that are fully developed (e.g., *When this happens, the demographical representation of political ideology cannot be correctly formed, and this can lead to the formation of incorrect generalizations that can aid in campaigning and future elections.*).
- organizes ideas logically and creates a meaningful, cohesive whole; has an engaging introduction, well-composed middle, and a strong conclusion (e.g., *Based on the grounds of responsibility for their country, true demographics, and presenting a good example to other nations, America would be much better off if it had mandatory elections.*).
- demonstrates very good word usage with excellent writing technique, varying vocabulary throughout the essay (e.g., *This is a vicious circle that could only be cut off with mandatory voting in elections.*).
- is fluent and easy to read; the writer includes varied sentence patterns, including complex sentences (e.g., *Americans live in a democracy, and for a democracy to function correctly, its members must participate.*).
- displays an appropriate register and effectively adjusts language and tone to the task.

**Note:** A Score Point 6 paper is an outstanding performance. It fully accomplishes the task in a thorough and insightful manner and has a distinctive quality that sets it apart as an outstanding performance.

## Language Conventions

### Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a Score Point 4 using the ISTEP+ Language Conventions Rubric.

This sample

- uses mostly correct capitalization (e.g., *american(s)*[American(s)]).
- has correct punctuation.
- has few spelling errors (e.g., *te* [the], *he* [the]).
- has correct grammar and word usage with one missing word (e.g., *This could [be] rectified...*).
- uses paragraphs effectively.

**Question 1, Sample B**  
**Writing Applications – Score Point 5**  
**Language Conventions – Score Point 4**

The right to vote is what gives countries the power of democracy. It allows the people to make a decision on who their leader will be. Voting for a new leader often plays a large role in deciding which direction a country will travel in the future. I feel that there should not be a mandatory law making citizens vote because the citizens that do not vote either do not know anything about the election, do not care who wins the election, or do not feel their vote will really matter.

If a citizen does not know anything about the election, we should not want them voting. They will be forced to make an uneducated decision. This will lead to them choosing someone without knowing anything about the candidates. They will be more likely to fall prey to the shots candidates take at one another than an educated voter would.

Voters that do not care who wins the election can be just as detrimental as an uneducated voter. Much like an uneducated voter, they will make a decision on very little information. Their vote is just about as up in the air as flipping a coin. If everyone is forced to vote, there will be many more people voting that do not care, and it could potentially swing a vote not based on which candidate is more qualified but on which one looks the best. Many citizens feel that their vote is just one out of millions and that it won't make a difference. If a law was enacted that made them vote, they may become enraged and vote just like an uneducated voter would. This could dramatically change the voting polls. If “only about 57 percent of those eligible voted in the 2008 presidential election”, that means 43 percent of Americans would be forced to vote if voting was made mandatory. That would be a huge number of voters that did not care who won.

I believe that making voting mandatory would be a huge mistake. Voting polls would be filled with people that either do not know anything about the election, do not care who wins the election, or do not feel their vote would really matter. This is not in the best interest when picking the president of the United States. America is in good hands if it just allows the people who really care about the election to vote.

## Writing Applications

### Score Point 5

The following list describes a writing sample (shown on the previous page) that earns a Score Point 5 using the ISTEP+ Writing Applications Rubric.

This sample

- fully accomplishes the task and addresses all specific points of the prompt (i.e., write a persuasive essay stating your view regarding mandatory voting and support it with convincing arguments).
- stays focused on the topic.
- includes many relevant ideas that are fully developed (e.g., *If everyone is forced to vote, there will be many more people voting that do not care, and it could potentially swing a vote not based on which candidate is more qualified but on which one looks the best.*).
- is organized logically and cohesively with a clear introduction, developed body, and a solid conclusion (e.g., *If a citizen does not know anything about the election, we should not want them voting.*).
- exhibits more than adequate word usage demonstrating good writing technique (e.g., *They will be more likely to fall prey to the shots candidates take at one another than an educated voter would.*).
- is easy to read; uses varied sentence patterns, including complex sentences (e.g., *Voting polls would be filled with people that either do not know anything about the election, do not care who wins the election, or do not feel their vote would really matter.*).
- displays an appropriate register and appropriately adjusts language and tone to the task.

**Note:** A Score Point 5 paper represents a solid performance. It fully accomplishes the task, but lacks the overall level of sophistication and consistency of a Score Point 6 paper.

## Language Conventions

### Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a Score Point 4 using the ISTEP+ Language Conventions Rubric.

This sample

- uses correct capitalization.
- has mostly correct punctuation (e.g., *wont* [won't]).
- has a spelling error (e.g., *madatory* [mandatory]).
- has some grammar and word usage errors (e.g., *There* [Their], *that* [who]).
- uses paragraphs correctly.

**Question 1, Sample C**  
**Writing Applications – Score Point 4**  
**Language Conventions – Score Point 4**

Voting is a right you get when you turn eighteen years of age. It's something that all new adults should look forward to. But what happens when the people in our country who have the right and privilege to vote choose not to? Should we force them to give their opinion? Or should we just leave them alone? I think that we should leave people alone if they choose not to vote. It is a personal thing and we cannot change their decision. Yes, we can encourage them to have a say in their government, but that's really all we can do. Government affects them whether they choose to vote or not. I'm sure the people who do not participate in voting have a reason not to. One reason could be lack of transportation to the voting polls. Another could be that they simply didn't want to vote for any of those running. Lastly, the people could just not have enough knowledge of the election itself, or just simply aren't interested or don't care.

First, people must travel to the voting polls. Gas is increasing almost everyday. Everyone who drives knows it's expensive. Those who live out beyond city limits may find it difficult to drive to town. They may claim that it wastes their gas money. Those who struggle in today's economy find that is a good reason not to vote.

Secondly, people may have intended to vote for the elections. However, if their choice has been dropped from the election. They no longer feel the need to. For example, three people could be running in the intense race to become our nation's next president. However, one of those candidates drops out of this race for whatever reason. The citizens that had planned to vote for him or her may think it's not worth it anymore.

Lastly, some citizens don't keep up with the election. I've heard stories of how people go to cast their vote not even knowing who is running. It's honestly scary that these are the people that will choose who will run our country.

In conclusion, we should not dictate if our citizens vote or not. Those who do not vote, on most occasions, have a reason not to. And those that do choose to participate in the voting, should know enough about the election to cast their vote properly and to base their vote off what really matters. There are thousands of people in this country. People of all kinds, so let's make the decision theirs. It's their choice.



## Writing Applications

### Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a Score Point 4 using the ISTEP+ Writing Applications Rubric.

This sample

- adequately accomplishes the task and addresses all points of the prompt (i.e., write a persuasive essay stating your view regarding mandatory voting and support it with convincing arguments).
- stays focused on the topic.
- provides some supporting details with some development of those ideas (e.g., *Those who live out beyond city limits may find it difficult to drive to town.*).
- progresses in a logical order with paragraphs; has clear introduction, body, and conclusion; uses weak transitions to show progression of ideas (e.g., *First, people must travel to the voting polls.*).
- exhibits good vocabulary (e.g., *In conclusion, we should not dictate if our citizens vote or not.*).
- is easy to read and mostly fluent; the writer uses varied sentence patterns, including some complex sentences. (e.g., *Those who do not vote, on most occasions, have a reason not to.*).
- displays an appropriate register (e.g., *I think that we should leave people alone if they choose not to vote.*).

**Note:** A Score Point 4 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, and more sophisticated writing style to receive a higher score.

## Language Conventions

### Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a Score Point 4 using the ISTEP+ Language Conventions Rubric.

This sample

- uses correct capitalization.
- has some punctuation errors (e.g., *today's* [today's], *nations* [nation's]).
- has mostly correct spelling (e.g., *privelege* [privilege], *wether* [whether]).
- has some grammar and word usage errors (e.g., *its* [it's], *everyday* [every day], *that* [who]).
- has two sentence fragments (e.g., *However, if their choice has been dropped from the election. People of all kinds, so let's make the decision theirs.*).
- uses paragraphs correctly.

**Question 1, Sample D**  
**Writing Applications – Score Point 3**  
**Language Conventions – Score Point 3**

Many people don't take the time to vote each year. Sometimes it isn't even that people just don't want to vote, maybe the people that are running they don't want to choose between. All citizens have a choice on whether they want to go and vote or not.

Mandatory voting is not the best way to go. I think it would cause problems. Yes, it would become a law, but in the end there will still be many people that still just don't do it. It may work in some countries, but I believe that there is a reason it isn't a law in the United States still today.

To make it mandatory would be telling people they have to do something. No one likes to be told what to do. By making voting mandatory, I think a lot of problems would come up. It's up to the citizens of the United States if they want to vote or not. There shouldn't be a law placed where it would have to be mandatory.

The United States knows that the citizens will vote if they want. If not then they don't. You nor the government can make someone vote for something they may not even believe in or whatever the reason is that they aren't voting. 57 percent is a little more than half, I'd keep it just the way it is.

## Writing Applications

### Score Point 3

The following list describes a writing sample (shown on the previous page) that earns a Score Point 3 using the ISTEP+ Writing Applications Rubric.

This sample

- minimally accomplishes the task (i.e., write a persuasive essay stating your view regarding mandatory voting and support it with convincing arguments).
- stays mostly focused on the topic.
- includes a few supporting details (e.g., *Yes, it would become a law, but in the end there will still be many people that still just don't do it.*).
- attempts an organization with a weak introduction, body, and conclusion (e.g., *Many people don't take the time to vote each year.*).
- attempts some sentence variety (e.g., *It may work in some countries, but I believe that there is a reason it isn't a law in the United States still today.*).
- displays appropriate register.

**Note:** A Score Point 3 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.

## Language Conventions

### Score Point 3

The following list describes a writing sample (shown on the previous page) that earns a Score Point 3 using the ISTEP+ Language Conventions Rubric.

This sample

- uses correct capitalization.
- uses correct punctuation.
- has a spelling error (e.g., *alot* [a lot]).
- has grammar and usage errors (e.g., *weather* [whether], *its* [it's], *that* [who], *they was* [they were]).
- Has run-on sentences and a fragment (e.g., *Sometimes it isn't even that people just don't want to vote, maybe the people that are running they don't want to choose between.*)
- has adequate paragraphing.

**Question 1, Sample E**  
**Writing Applications – Score Point 2**  
**Language Conventions – Score Point 2**

Voting should be mandatory!

Voting should be mandatory! The United states should make voting madatory There is no reason that someone should not vote!

The second argument I am going to be discussing is why you should want to vote. The reason you should want to vote is because, people should want to make a change. You should want to vote. To make a change for the better in the United States. If you do not vote then your letting everyone else make your desision.

The third argument I am going to be discussing is that the United States can change if everyone votes!

Voting should be mandaotry So let take a stand and make voting mandatory!

## Writing Applications

### Score Point 2

The following list describes a writing sample (shown on the previous page) that earns a Score Point 2 using the ISTEP+ Writing Applications Rubric.

This sample

- minimally accomplishes the task (i.e., write a persuasive essay stating your view regarding mandatory voting and support it with convincing arguments).
- exhibits some focus (e.g., *The reason you should want to vote is because, people should want to make a change.*).
- exhibits minimal organization (e.g., attempts are made with transitions such as *the second argument* and *the third argument*).
- provides few supporting details (e.g., *If you do not vote then your letting everyone else make your desision.*).
- lacks development of ideas, frequently repeating the same idea.
- exhibits minimal word usage and writing techniques.

**Note:** A Score Point 2 paper represents a performance that only partially accomplishes the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.

## Language Conventions

### Score Point 2

The following list describes a writing sample (shown on the previous page) that earns a Score Point 2 using the ISTEP+ Language Conventions Rubric.

This sample

- uses mostly correct capitalization (e.g., *United states* [United States]).
- has missing and incorrect punctuation (e.g., missing periods, misplaced commas, *shouldnt* [shouldn't]).
- has spelling errors (e.g., *madatory* [mandatory], *desision* [decision], *mandaotry* [mandatory] ).
- has grammar and usage errors (e.g., *your* [you're]).
- has a sentence fragment (e.g., *To make a change for the better in the United States.*).

**Question 1, Sample F**  
**Writing Applications – Score Point 1**  
**Language Conventions – Score Point 1**

I thanks that ther should become a law made so everbody has to vote. So it mandatory the more ciyizens so they can feel good about ther vote for. Hoping this pays off so we can have a great trun out election.

Only fifhy seven percent of those eligible to voted in 2008 presidential election. I know if we adopt this as a law that we will make are goal of hunderend. If do adopt this law one day it wold make election go as plan. it wont hurt to do somthing new. This is wat i thank about this. Thanks for listening.

### Writing Applications Score Point 1

The following list describes a writing sample (shown on the previous page) that earns a Score Point 1 using the ISTEP+ Writing Applications Rubric.

This sample

- does not accomplish the task (i.e., write a persuasive essay stating your view regarding mandatory voting and support it with convincing arguments).
- has little focus.
- provides very few relevant ideas and less than minimal development.
- exhibits minimal word usage.
- demonstrates less than minimal writing technique.

**Note:** A Score Point 1 paper represents a performance that fails to accomplish the task. It exhibits considerable difficulty in areas of development, organization, and writing style. The writing is generally either very brief or rambling and repetitive, sometimes resulting in a response that may be difficult to read or comprehend.

### Language Conventions Score Point 1

The following list describes a writing sample (shown on the previous page) that earns a Score Point 1 using the ISTEP+ Language Conventions Rubric.

This sample

- has capitalization errors (e.g., *it* [It], *i* [I]).
- has correct punctuation.
- has grammar and usage errors (e.g., *thanks* [think], *are* [our]).
- has spelling errors (e.g., *ther* [there], *everbody* [everybody], *ciyizens* [citizens], *fifhy* [fifty]).
- has a sentence fragment (e.g., *Hoping this pays off so we can have a great trun out election.*).
- has numerous errors in a brief writing sample.



**English/Language Arts**  
**2-point Constructed-Response (CR) Rubric**

<b>2 points</b>	<b>Proficient</b> The response fulfills all the requirements of the task. The information given is text-based and relevant to the task.
<b>1 point</b>	<b>Partially Proficient</b> The response fulfills some of the requirements of the task, but some of the information may be too general, too simplistic, or not supported by the text.
<b>0 point</b>	<b>Not Proficient</b> The response does not fulfill the requirements of the task because it contains information that is inaccurate, incomplete, and/or missing altogether.

**Constructed Response**  
**Reporting Category: Reading Comprehension**

**Question 2**

**How does the organization of the article support the author's purpose? Support your response with details from the article.**


**Exemplary Response:**

The author's purpose for writing the article was to convince readers to consider leasing out their vehicles to a movie studio. The first two introductory paragraphs were written to attract readers' attention. The section titled "Making the A-List" provides practical information for readers, in the form of the steps to be taken to lease out their vehicle. In the final section, titled "Fortune AND Fame," the author addresses two enticing motives, in an effort to further encourage readers to lease out their vehicle.

***Note:** The exemplary response demonstrates a performance that exceeds the expectations of what is required to receive two points. The exemplary response contains multiple pieces of text-based information and support drawn from the reading passage that accompanied this item, many elements of which students typically use in their responses to receive two points.*

*Please Note: All responses should be based on information from the text and will be scored for reading comprehension only. Language convention errors do not contribute to the scoring of these items.*

Question 2, Sample A – 2 points

**How does the organization of the article support the author's purpose? Support your response with details from the article.**

It supports the Authors purpose because the article is to tell about how you would get your car in a movie and the money you could make. The A-List section tell you what to do the fame and Fortune section tell you possible outcome

*Scoring Notes: The response explains how the organization of the article supports the author's purpose by giving examples and details from the article. This response receives full credit.*

Question 2, Sample B – 1 point

8. How does the organization of the article support the author's purpose? Support your response with details from the article.

The author purpose of this article is to inform the reader and to also instruct the reader about what you need to have a car in show business.

*Scoring Notes: The response explains the author's purpose for the article, but does not address how the organizational structure supports the purpose. This response receives a Score Point 1.*

Question 2, Sample C – 0 points

**How does the organization of the article support the author's purpose? Support your response with details from the article.**

The organization is well placed. A good reason is that when I was reading I would get more and more involved in the article.

*Scoring Notes: The response does not address the purpose or organization of the article with any details from the article. Therefore, this response receives a Score Point 0.*

**Constructed Response**  
**Reporting Category: Reading Comprehension**

**Question 3**

What is **ONE** word you would use to describe the overall tone of the story?  
Support your response with **TWO** details from the story.

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**Exemplary Response:**

I would use the word *humorous* to describe the overall tone of the story. The narrator describes the comical situation of wanting to yell out “Polo!” when she hears someone call out “Marco.” Later in the story, she talks jokingly about dragging her friend Sofie back and forth across the streets of Rome because of her love of the word *attraversiamo*.

**Note:** *The exemplary response demonstrates a performance that exceeds the expectations of what is required to receive two points. The exemplary response contains multiple pieces of text-based information and support drawn from the reading passage that accompanied this item, many elements of which students typically use in their responses to receive two points.*

*Please Note: Responses for this item were generated from the online form of the English 10 ECA. Between computer systems, an exclamation point is sometimes translated to this symbol: 0"> (as seen in Sample C). The scorers are aware of this translation error, and it does not impact student scores.*

**Question 3, Sample A – 2 points**

I think the tone of this story is enthusiastic. The author shows a lot of enthusiasm to learn Italian. The author is so absorbed in learning the language that she studies it while walking down the street. The author also describes learning Italian as a "pure pleasure".

*Scoring Notes: The response states the overall tone and explains using two examples of support from the passage. This response receives full credit.*

**Question 3, Sample B – 1 point**

the overaall tone of the story is exiting

"I suddenly heard him speak that beautiful work, and i stopped dead, demanding," what does that mean?"

*Scoring Notes: The response states the overall tone and explains using one example of support from the passage. This response receives a Score Point 1.*

**Question 3, Sample C – 0 points**

Italian 0">1. I chose Italian because she talks about how much she wants to learn the Italian language.

2. Another reason I chose it was because she is in Italy and she loves saying Italian words such as Attraversiamo.

*Scoring Notes: The response does not state an accurate overall tone supported by the passage. Therefore, this response receives a Score Point 0.*



**Constructed Response**  
**Reporting Category: Reading Comprehension**

**Question 4**

**How does Keckley characterize herself in her autobiography? Support your response with evidence from the selection.**

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**Exemplary Response:**

Keckley wanted her readers to know that she was decent, ladylike, and honest, despite being very ambitious. She admitted that she wanted to be the equivalent of “dressmaker to the stars” for the women who were the celebrities of her time. But she was also clear about maintaining respectability, as well as being pleased and proud about the trust she gained from an honest person like Mr. Harper. She also wanted her readers to know that she was willing to work hard – and even be taken advantage of by clients – to reach her goal.

***Note:** The exemplary response demonstrates a performance that exceeds the expectations of what is required to receive two points. The exemplary response contains multiple pieces of text-based information and support drawn from the reading passage that accompanied this item, many elements of which students typically use in their responses to receive two points.*

Question 4, Sample A – 2 points

How does Keckley characterize herself in her autobiography? Support your response with evidence from the selection.

Keckley characterized herself as determined as well as proving she has dignity when she states that she was ready to make any sacrifice consistent with propriety in order to make her dream come true.

*Scoring Notes: The response explains how Keckley characterizes herself, and uses accurate support from the passage. This response receives full credit.*

Question 4, Sample B – 1 point

**How does Keckley characterize herself in her autobiography? Support your response with evidence from the selection.**

Keckley characterized herself in her autobiography by showing that she had many talents to be shown to the people of Washington.

*Scoring Notes: The response accurately explains how Keckley characterizes herself, but does not provide any details from the passage for support. This response receives a Score Point 1.*

Question 4, Sample C – 0 points

**How does Keckley characterize herself in her autobiography? Support your response with evidence from the selection.**

Keckley characterizes herself in  
her autobiography by telling  
about her life

*Scoring Notes: The response does not explain how Keckley characterizes herself. Therefore, this response receives a Score Point 0.*